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ORIGINAL

Inspecting the relationship teacher-student communication with academic adjustment and the academic progress in the art course of secondary school students in Basrah

Inspección de la relación comunicación profesor-alumno con el ajuste académico y el progreso académico en el curso de arte de estudiantes de secundaria en Basora

Zainab Zaidan Hashim Jabur[1]

[1]Middle Technical University, Applied Arts Institute. Department of Clothing Manufacturing Technologies, Iraq.

Corresponding author: Zainab Zaidan Hashim Jabur

ABSTRACT

This study aimed to investigate the correlation between teacher-student communication, academic adjustment, and academic progress in the art course of secondary school students in Baghdad. The sample consisted of 360 students, with 185 girls and 200 boys. The data was collected using Pham and Taylor's academic achievement questionnaire, Sinha and Singh's academic adjustment questionnaire, and the teacher-student interaction questionnaire. Data analysis was conducted using SPSS software, descriptive statistics, inferential statistics, Pearson correlation coefficient, and regression. The results showed a direct and significant relationship between teacher-student interaction with academic progress and academic adjustment. Teacher-student interaction can significantly predict academic progress, while academic adjustment can be directly and significantly related to all components of teacher-student interaction. Furthermore, teacher-student interaction can significantly predict academic adjustment. The research provides valuable insights into the relationship between teacher-student communication and academic progress in the art course.

Keywords: Interaction Between Teacher and Student; Academic Adjustment; Academic Progress.

RESUMEN

Este estudio tuvo como objetivo investigar la correlación entre la comunicación profesor-alumno, el ajuste académico y el progreso académico en el curso de arte de estudiantes de secundaria en Bagdad. La muestra estuvo compuesta por 360 estudiantes, siendo 185 niñas y 200 niños. Los datos se recopilaron utilizando el cuestionario de rendimiento académico de Pham y Taylor, el cuestionario de ajuste académico de Sinha y Singh y el cuestionario de interacción profesor-alumno. El análisis de los datos se realizó mediante el software SPSS, estadística descriptiva, estadística inferencial, coeficiente de correlación de Pearson y regresión. Los resultados mostraron una relación directa y significativa entre la interacción profesor-alumno con el progreso académico y la adaptación académica. La interacción profesor-alumno puede predecir significativamente el progreso académico, mientras que el ajuste académico puede estar directa y significativamente relacionado con todos los componentes de la interacción profesor-alumno. Además, la interacción profesor-alumno puede predecir significativamente el ajuste académico. La investigación proporciona información valiosa sobre la relación entre la comunicación profesor-alumno y el progreso académico en el curso de arte.

Palabras clave: Interacción Profesor-Alumno; Adaptación Académica; Progreso Académico.

INTRODUCTION

Academic life is one of the most important aspects of a person's life, which has a great impact on other aspects of life. In the secondary education course; most of the special talents of teenagers and young people appear. Their learning power reaches its highest level, their curiosity finds a certain direction and new life issues such as choosing a field, choosing a profession and job, managing a family and tending to morals and professions occupy their minds and lead them to the stage of understanding values that reach socially, economically and spiritually. Therefore, this course is very important in the education systems of different countries of the world.[1]

Educational progress and the factors affecting it as one of the central and fundamental variables in education have always been the focus of researchers and educational psychologists. In fact, it can be said that the academic progress of students has taken a huge share of the existing researches in the field of educational psychology.[2] On the other hand, adaptation in students as the most important sign of their mental health has attracted the attention of many psychologists in recent decades.

Adolescence is a sensitive period, and the social adaptation of adolescents undergoes extreme emotional, physical, and mental changes and is not yet fully developed. Adaptation is a general concept that includes all strategies for managing stressful life situations, including real and unrealistic threats. Academic adaptability refers to the ability of learners to adapt to the conditions and requirements of education and the roles that the school and university as a social institution puts before them.[3]

One of the important factors that affect academic progress and academic adaptation is how the teacher and students interact. The teacher is the main focus of education and training, who works compassionately to convey information to the learners in a good and comprehensible manner. It is obvious that the most important task in this direction is the ability to manage and run the class and to create the desired behaviour in the shade of good and effective communication with the student, because creating a correct relationship can make the classroom atmosphere for the student lovely and make attractive the purpose of classroom management methods is to provide an atmosphere in which teaching can take place more easily.

Actually, what should always be considered in effective classroom management is the priority of emphasizing the prevention of misbehaviour over palliative measures such as punishment. Potential behaviour problems should be recognized, in order to prevent them from progressing by applying correct methods in the classroom. That is, instead of constantly using punishment, it can be replaced by proper training to prevent wrong behaviour. In order to manage the class, first, an effective and appropriate communication must be established between the teacher and the student, and skills are needed for the teacher to maintain this communication.

A capable teacher can build and strengthen a communication bridge between himself and the student by using different methods.[4] Therefore, the present study examined the relationship between the interaction between the teacher and the student with academic adjustment and academic progress in the art course of the secondary school students in Basrah. In this chapter, we will first state the problem and the subject of the research, then the importance and necessity of the research subject will be given, and then the goals, assumptions, and scope of the research will be given in terms of time, place, and subject, and then the conceptual and operational definitions of the variables will be discussed.

Academic success or failure is both of the most important concerns of any educational system. Educational progress in any society shows the success of the educational system in terms of targeting and paying attention to meeting individual needs; therefore, the educational system is efficient and successful when the academic progress of its students in different courses has the highest figure. Academic progress is an educational parameter that is considered the most important factor of social and individual success, and for this reason, professors, university educational officials, and students' families are the most concerned about it.[5]

The academic progress of students is one of the important indicators in the evaluation of education and all the efforts in this system are considered to be an effort for the society to implement this. In general, the whole society and in particular the education system is interested and concerned about the destiny of children, their successful growth and development, their place in the society and expects students in various aspects, including cognitive dimensions and skill acquisition and Abilities as well as in emotional and personality dimensions, as they should progress and excel.[6]

Also, one of the things that is very important in the education of students is academic compatibility.[7] Being admitted to university and transferring from high school to university is a big and major change in their lives for many young people. Entering college is an opportunity to learn more about psychological development, but at the same time, it is a source of stress for some people and causes incompatible reactions in them.[8] When a student enters the university after passing the national exam, he faces new conditions that he must adapt to.

The educational and social situation in which the student is placed is complex, diverse and wide. It is necessary to adapt to this environment, leaving part of the way of life during the student period and acquiring a new way in new conditions. The student's inability in this process can lead to dropping out of school, the desire to change majors, and lack of academic progress, and in addition, it is associated with psychological complications.

Research Objectives

Today, the academic progress of students is considered as an important indicator for the evaluation of educational systems. In addition, academic progress has always been important for teachers, students, parents, theorists, and educational researchers. For example, the academic progress of students is considered one of the most important criteria for evaluating teachers' performance. For students, the academic average represents their academic abilities to enter the world of work and employment and higher educational levels. [9] Perhaps it is because of this importance that educational theorists have focused many of their researches on the knowledge of factors affecting academic progress. Attitude factors can be mentioned among the factors affecting academic progress. In general, in our country, academic failure is one of the current problems of the education system, which wastes tens of billions of the country's budgets every year.

The statistical findings of the country's schools show that academic failure in the form of failure, early school leaving or other forms of it wastes large amounts of national financial resources and human talents of the society. Therefore, not paying attention to the causes of educational failure and its prevention not only causes a lot of economic damage to the society and the country, but also increases the unemployment rate in the future and cultural capital is also lost. It seems that the best way is to identify the factors of education drop are to prevent its occurrence.

Practical Definitions of Research Variables

Educational Achievement refers to the amount of learning or the acquisition of skills or knowledge that is established for a particular stage or age and can be measured by relevant tests. On the other hand, the academic achievement is a multidimensional concept and it means the ability of people to respond successfully to diverse and different demands of the educational environment.

Teacher-student communication

Communication takes place verbally and non-verbally. Positive teacher-student relationships in which teachers use special skills are related to students' positive reactions to school and more academic achievements.

METHOD

The present study was applied in terms of purpose and correlational in terms of descriptive method.

Statistical Population, Sample and Sampling Method

The statistical population of this research includes secondary school students of art in Basrah city, whose number is 360 (180 girls and 200 boys). To determine the sample size, 185 people were selected using Morgan's table and random sampling method.

Data Collecting Method

Library Studies: In this part, in order to collect information on theoretical foundations and research literature, library resources, articles, required books and the global information network and reliable sites were also used.

Field Study: In this part, questionnaires (3 questionnaires) were distributed among people and the desired information was collected.

Data Collecting Method

Pham and Taylor's Educational Achievement Questionnaire (1994)

This questionnaire is an adaptation of Pham and Taylor's (1990) research in the field of academic achievement, which was made for Iranian society (Pham and Taylor, 1990, quoted by Saber Mahani, 2018) and includes 48 items. Scoring, each item has 5 answers, in none categories, score 1; None, score 2; Low 3- Mid; High a score of 4 and a very high score is given of 5, and in 11 questions that are negative, the scoring method is the opposite. The maximum score that can be obtained is 240 and the minimum score is 48.

Table 1. Likert scale of academic performance questionnaire [10]					
Answer Options	Very High	High	Mid	Low	None
Numerical value	5	4	3	2	1

Moradian (2012) confirmed its validity through content validity by experts and specialists. The reliability of the questionnaire using Cronbach's alpha coefficient of was 0,82.

Academic compatibility questionnaire

Academic adjustment questionnaire was created in 1993 by Sinha and Singh to determine social, emotional

and academic adjustment. This questionnaire has 55 items.

Table 2. Sub-comparison and number of compatibility questionnaire questions [11]		
Dimensions	**Objects**	**Alpha Coefficient**
Emotional	18-1	0,71
Social	19-35	0,61
Educational	55-36	0,80
Total	55	0,87

The spectrum used in the questionnaire for questions are :11-12-17-18-22-23-24-28-30-31-35-37-39-43-45-46-48-49-51-52-54-55. It is based on a Five-Point Likert Scale and is shown in the table below.

Table 3. The rating scale of the questions of the research questionnaires is based on Five-Point Likert Scale [12]					
Selective Option	**Always**	**Sometimes**	**To Some Extent**	**Rarely**	**Never**
Point	5	4	3	2	1

In the research of Smith and Lee (2014), this questionnaire had good reliability and validity and the reliability coefficient of this questionnaire was calculated as 71. By implementing this questionnaire on 164 high school students, Navidi (2007) found its reliability based on Cronbach's alpha coefficient to be 0,82 for general adjustment and 0,70, 0,68, 0,65 for educational, emotional and social adjustment respectively, 0, has reported.

Teacher-student communication questionnaire
The teacher communication questionnaire was designed and validated by Lardasmi and Kenny (2001), this questionnaire contains 48 response items based on the five-point Likert spectrum, the questionnaire has 8 components of leadership, helping behavior - friendly, understanding, responsibility - It measures inclusive freedom, being uncertain, being dissatisfied, punishing, and being strict. The questionnaire has been validated by Abdulla Pour and Shokri (2018) in Iran.

Table 4. Distribution of the questionnaire questions [13]		
Dimensions of The Questionnaire	**Questions No.**	**Questions Items No.**
Leadership	6	1-5-9-13-17-21
Helpful-Friendly Behaviour	6	25-29-33-37-41-45
To Understand	6	2-6-10-14-18-22
Responsibility - Inclusive Freedom	6	26-30-34-38-42-46
Being Uncertain	6	3-7-11-15-19-23
To Be Unsatisfied	6	27-31-35-39-43-47
Punish	6	4-8-12-16-20-24
Being Strict	6	28-32-36-40-44-48

Scoring Method
The spectrum used in the questionnaire is based on the five-choice Likert scale and is shown in the table below.

Table 5. The rating scale of the questions of the research questionnaires is based on the five-point Likert scale					
Selective Option	**Always**	**Sometimes**	**To Some Extent**	**Rarely**	**Never**
Point	5	4	3	2	1

Where:
The scores of the questionnaire are between 48 and 96; the variable rate is weak in this society.
The scores of the questionnaire are between 96 and 192; the variable amount is at an average level. If the scores are above 192, the variable rate is high.
The Cronbach's alpha coefficient calculated in the research of Abdullah pour and Shokri (2018) for this questionnaire was estimated as follows.

Data Analysis

After the researcher collects, extracts and classifies the data, a new stage of the research process called "data analysis" begins. This stage is one of the stages of the scientific method: the method through which the entire research process is guided, from choosing the problem to reaching a result.[14] In the analysis stage, what is important is that the researcher must analyze the information and data in the direction of the research goal, answering the research questions and also evaluating his hypotheses for the data.[15] In this research, after distributing the questionnaires and collecting them, the methods of descriptive statistics and inferential statistics were used to extract code and describe the data in order to analyze the data. Descriptive statistics mainly consist of concepts such as frequency distribution table and distribution ratios, geometric and graphic representation of distribution, measures of central tendency, measures of dispersion and the like. Descriptive statistics are used to explain the situation of the phenomenon or problem or subject under study, or in fact the characteristics of the subject under study are visualized and described in the language of statistics.[16]

The role of descriptive statistics is actually to collect, summarize and describe quantitative information obtained from samples or communities. But the researcher usually does not end his work by describing the data, but tries to generalize what he got from examining the sample group to larger similar groups. In most cases, it is impossible to study all members of a society. Therefore, the researcher needs methods that can be used to generalize the results obtained from the study of small groups to larger groups. The methods through which the characteristics of large groups are inferred based on the measurement of the same characteristics in small groups are called inferential statistics.[17]

RESULTS

In this research, descriptive and inferential statistics were used to measure and analyze the data, at the level of descriptive statistics (calculation of frequency, percentage, mean, standard deviation) and at the level of inferential statistics, Pearson correlation and regression tests were used. Pearson's correlation coefficient statistical method was used to test the main hypothesis of the present research. The results showed that there is a direct and significant relationship between teacher-student interaction and academic progress and academic adjustment. n explaining the results of this hypothesis, it can be said that the school encourages human relations, which creates intellectual balance in the child and gives students the feeling that they belong to a certain group and have an important role in this group. In classrooms where good human relations exist, it creates an empowering environment in which students flourish, and the teacher who is more effective than anyone else in creating good human relations must be the one who maintains the balance. Feelings with students: The teacher must be able to establish a healthy and mutual relationship that causes the exchange of thoughts and feelings, and on the other hand, conveys the concepts and knowledge needed by the students and guides them in the learning process. This communication is effective. (can and cannot) will not be possible except with effective management and the ability of the teacher.

The results showed that there is a direct and significant relationship between the academic achievement variable and all the components of teacher-student interaction.

The third sub-hypothesis: Teacher-student communication can significantly predict their academic progress. Simple linear regression analysis was used to test this hypothesis

The results showed that teacher-student interaction can significantly predict academic progress.

The results of these hypotheses are in line with the researches of Al-Hoodsti (1401), Azimi (1400), Mirzaei and Daneshmand (2015) and Berman et al. (2015).[18] In explaining the results of these hypotheses, it can be said that there is no doubt that the love and compassion of teachers is not only effective in students' sense of belonging and mutual care, but research shows that teachers' positive feelings and pleasure have a direct effect on students' academic success. Extensive research has been done in this field, each of which shows the following dimensions of this empathy and enthusiasm in the speech and behavior of teachers, from among these surveys in Finnish universities, it has been shown that the positive and constructive behavior of teachers in the classroom which he plays lessons. From educational facilities and private tutoring to the size of the class and the number of students, it is more effective on students' learning.

DISCUSSION

These results show how important and vital the influence of teachers' behavior and methods on the minds and hearts of students is and can even explain why even in the memory of our time we can find examples that despite the lack of educational facilities or because we live in a deprived area, we have been successful in our lessons or, on the contrary, we have not achieved the necessary learning and success despite the presence of suitable educational facilities.

Also, the results of this research showed that the teacher's role in positive and constructive interaction with first to third grade students is effective in forming self-confidence, belief in ability and even determining life

goals in children. In other words, the positive interaction of the teacher in the primary years of primary school is more effective than any other factor on the academic success of students. The results of this research went even further and claimed that the effect of a positive relationship with the teacher is effective even in dealing with the misbehavior of classmates and students who have a better and closer relationship with the teacher can better deal with psychological stress. As such, overcoming the inappropriate behavior of other classmates or even isolation and loneliness among peers is found. The results of this research show that even in the seventh to ninth grades, that is, in the first year of high school, the effect of teachers' positive behavior and interaction on students is important and constant, and despite all other effects, teachers still play. They are responsible for the level of students' interest in learning and school.

2. The second sub-hypothesis: There is a significant relationship between the dimensions of teacher-student communication with academic adjustment. Pearson's correlation coefficient was used to check this hypothesis. The results showed that there is a direct and significant relationship between the academic adjustment variable and all the components of teacher-student communication.

The Third sub-hypothesis: Teacher-student interaction can significantly predict their academic adjustment. Simple linear regression analysis was used to test this hypothesis. The results showed that teacher-student contact can significantly predict academic adjustment. The input of the study suggests that education practitioners and planners should prioritize improving teacher-student relationships in educational programs. It is recommended that teachers be knowledgeable about different educational strategies to effectively manage the classroom and create a calm and stress-free environment. Teachers can also delegate responsibility, create motivation in group activities, and recognize students' interests to foster a sense of effort. Additionally, teachers can enhance students' self-confidence, independence, creativity, and initiative by encouraging them. Being a good role model in terms of ethics and behavior is also important, as the teacher's influence can last into adulthood. The input also emphasizes the importance of close cooperation between teachers and parents to support students' adaptation and academic success.

CONCLUSION

In conclusion, the study found a significant relationship between teacher-student communication and academic progress and academic adjustment. The results were consistent with previous research studies, which emphasized the importance of positive teacher-student relationships in promoting student success. The study also found that the dimensions of teacher-student interaction, such as love and compassion, positive behavior, and constructive communication, were all significantly related to academic progress and adjustment. Furthermore, the study showed that teacher-student interaction could predict academic progress and adjustment, highlighting the influential role of teachers in shaping students' academic outcomes. Overall, the findings underscore the significance of fostering positive teacher-student relationships in educational settings.

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Drafting - original draft: Zainab Zaidan Hashim Jabur.
Writing - proofreading and editing: Zainab Zaidan Hashim Jabur.